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ABSTRACT

This collection of photographs and discussion questions for elementary students is designed to complement and supplement already existing instructional materials by showing females and males engaged in nonstereotyped jobs and activities. The guide provides definitions of terms such as work, career, duty, sexism, and stereotype; fourteen facts on women workers; possible uses of work pictures; concepts to keep in mind during discussions; use of discussion questions; and the work pictures. The work pictures (eighteen of children, twenty-nine of adults) include suggested discussion questions for each picture. Sample work pictures of children are newspaper carrier, watering plants, and school office assistant. Sample work pictures of adults are meat cutter, kindergarten teacher, and research biologist. (CT)

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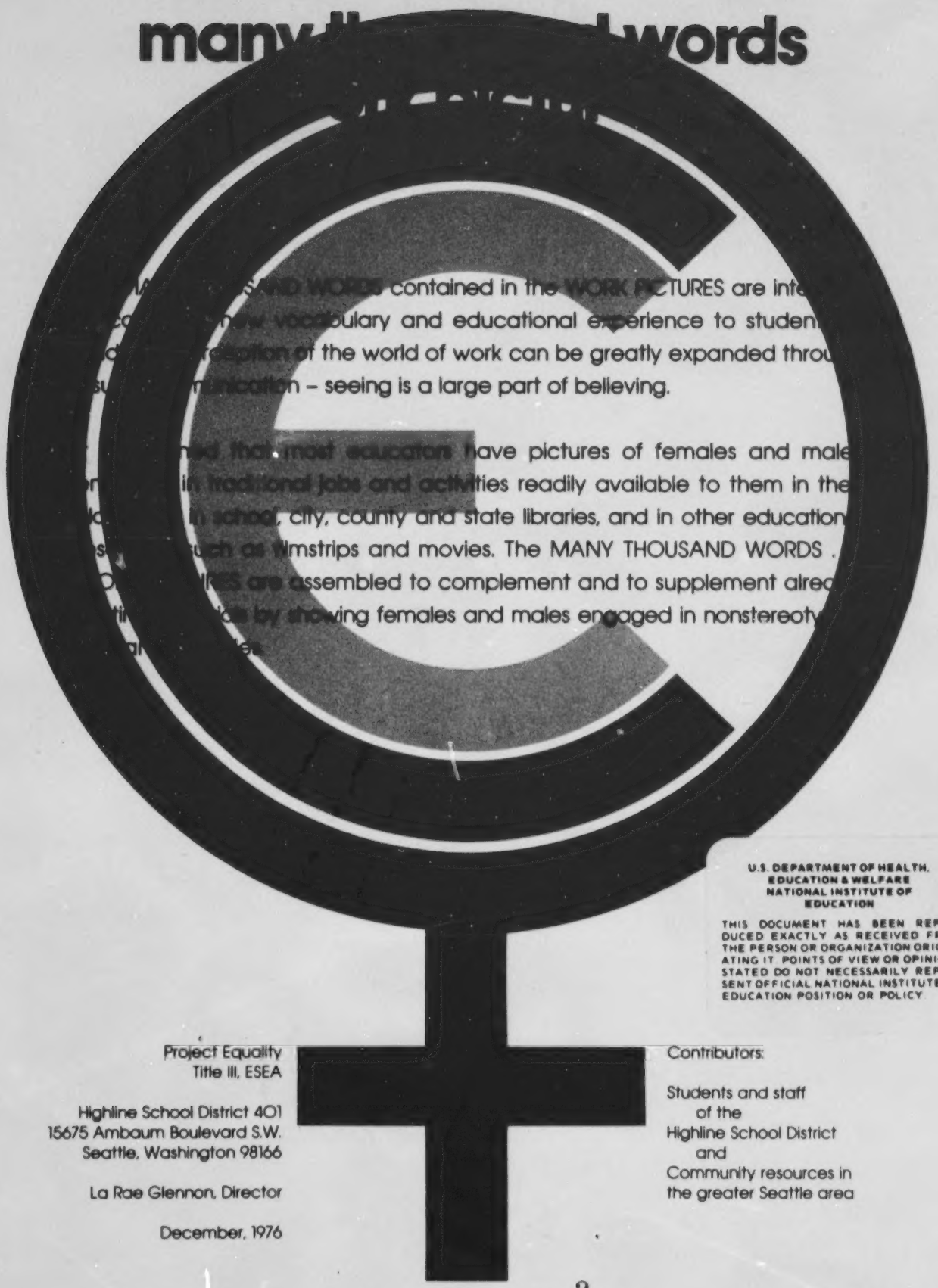

...AND WORDS contained in the WORK PICTURES are inte...
...new vocabulary and educational experience to studen...
...ception of the world of work can be greatly expanded throu...
...nication – seeing is a large part of believing.

...ved that most educators have pictures of females and male...
...in traditional jobs and activities readily available to them in the...
...in school, city, county and state libraries, and in other education...
...such as filmstrips and movies. The MANY THOUSAND WORDS ...
...URES are assembled to complement and to supplement alrea...
...ies by showing females and males engaged in nonstereoty...
...ge.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEFINITION OF TERMS

So that the user will understand the frame of reference, the following terms are identified:

*Work – is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

*Career – is the totality of work one does in his or her lifetime.

*Education – is the totality of experiences through which one learns.

*Career Education – is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.
(* From **An Introduction to Career Education**, a policy paper of the U.S. Office of Education, 1974)

**Duty – any action, task, etc., required by or relating to one's occupation or position.

**Model – a person or thing considered as a standard of excellence to be imitated.

**Responsibility – refers to a particular task, trust, etc., for which one is accountable or answerable.

**Role – a function or office assumed by someone.

**Sexism – the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

**Skill – great ability or proficiency; expertness that comes from training, practice.

**Stereotype – a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

**Tradition(al) – a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(** From **Webster's New World Dictionary**, 2nd college ed., 1972)

FOURTEEN FACTS ON WOMEN WORKERS *

A continuous effort on the part of the educator is needed to make sure that the variety of available job choices is not restricted for students on the basis of sex. Due to the assumptions that women will marry and care for a home and family, and that men will work, the reality of work outside the home is neither anticipated nor reinforced for a large percentage of female students. Work outside the home is a reality the school system must prepare **all students** to acknowledge as something that will consume much of their time and energy whether they choose to marry, raise families or remain single.

1. Nine out of ten females will work outside the home at some time during their life span.

2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, separated, or have husbands whose earnings are less than $7,000 a year.

3. More than 36 million women are in the labor force; they constitute nearly two-fifths of all workers. About 4.7 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.

4. More than half of all women 18 to 64 years of age are workers.

5. About three-tenths of all women workers hold part-time jobs.

6. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 35 years.

8. The number of working mothers (women with children under 18) has increased ninefold since 1940. They now number 13.6 million, an increase of 4.1 million in the last decade.

9. Single women average 45 years in the labor force.

10. If a woman bears children and leaves the labor force for a period of time, she will still average 25 years of work outside the home.

11. The average male worker has a work life expectancy of 43 years.

12. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

13. The female population has increased by 52 percent from 1947 to 1975, the female labor force participation has increased by 123 percent from 1947 to 1975.

14. The labor force increased by 1.5 million in 1975 with adult women accounting for 1.1 million of the increase.

* Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education and Welfare, National Center for Social Statistics; and U.S. Department of Labor, Bureau of Labor Statistics. June, 1975, March, 1976.

POSSIBLE USES OF WORK PICTURES

The pictures in this notebook are very versatile and can be used in many ways by creative teachers. Suggested uses include:

SMALL GROUP DISCUSSIONS
The discussion leader holds the picture and the group discusses the skills and abilities needed to do the job shown; or all students in the group are asked to list on a dittoed sheet (1) the name of the job shown, (2) the skills needed to do that job, (3) other jobs that would require the skills listed, and (4) people they know or have seen who do the job pictured. A group discussion would follow completion of the dittoed sheet.

BULLETIN BOARD
Display work pictures on the bulletin board and have students discuss them: name the job, identify skills and abilities required for the job, and identify other jobs that require the same abilities and skills.

WRITING ASSIGNMENTS
Use the pictures as a basis for creative writing experiences, make up stories about the pictures and the work being done.

RESEARCH ASSIGNMENT
Use the pictures to familiarize students with library facilities; find out more about a particular job or about necessary training for a job.

EMPLOYMENT COUNSELOR EXERCISE
Once the students have discussed what skills and abilities are, and have familiarized themselves with the pictures, select one student to be the Employment Counselor and one student to be the Client. The Client indicates to the Employment Counselor the skills she/he possesses and the Employment Counselor identifies a job from the work pictures that would be appropriate. The role of Client is rotated as the activity is repeated. The role of Employment Counselor can also be rotated if time allows.

OTHER ACTIVITIES
Use the pictures to introduce specific units to the class.

Pantomime work done by the pictured workers and have students write on their paper the skills portrayed and the title of the job.

CONCEPTS TO KEEP IN MIND DURING DISCUSSIONS

PERSONAL CHOICES NOT LIMITED BY SEX
Skills and abilities are not predetermined by sex. Traditional viewpoints of acceptable work for women and men are changing. Some signs of change are: boys taking home economic classes, girls in auto mechanics and wood shop classes, more men entering nursing, and more women becoming doctors.

SKILLS LEARNED NOW ARE RELATED TO FUTURE JOB SKILLS
When the pictures depict situations the students might have experienced, ask if anyone in the class has ever done that job at home or in the classroom. Discuss various skills students are now learning and/or using in terms of future job skills.

SURVIVAL TECHNIQUES
For jobs done at home, stress that everyone is learning "survival techniques," whether it is caring for their clothes, cleaning up after themselves, or food preparation. Work at home helps students to develop self-reliance and confidence in their ability to take care of themselves.

It is suggested that the word "helper" not be used in the classroom when the students are performing work tasks. As students begin to think of themselves as WORKERS using their skills and abilities in a productive manner, the relevancy of acquiring additional knowledge and experience increases in meaning and purpose.

Since numerous job fields have only recently opened to both women and men, many of the workers in non-traditional jobs are comparatively young. It is felt that an inaccurate impression of the total job market is portrayed when only young workers are shown. The fact that jobs are on-going and will take up a large percentage of one's adult life should be stressed and this message can be conveyed by depicting people who are actively involved in their careers throughout their lives.

USE OF DISCUSSION QUESTIONS

To aid the teacher in focusing on the importance of all people engaged in many types of labor, there are a few suggested discussion questions on the back of each picture. These questions are meant to be guidelines only. The format for the questions on the back of each picture is as follows:

1. **What do you think this _____(woman)_____ is doing?**
   It is important to use the word "think" in this question so students will feel freer to respond because the teacher has not indicated one correct answer.

2. **What makes you think so? How can you tell?**
   This question encourages students to be thoughtful in their observations about the kind of job or activity the person is performing and be able to give reasons for their response to question one.

3. **What skills do you think would be required to be a _____(carpet installer)_____?**
   Students will need to have an understanding of what abilities and skills are in order to deal with this question. It is important for students to be encouraged to look at the skills required for various jobs and activities as this brings the world of work into their realm of conscious experience.

4. **Can both girls and boys learn to _____(install carpets)_____?**
   Job and activity names, and reasons for these choices, have been considered by the students, and skills required to do the job or activity have been identified. The sequence of questions becomes more important from number 4 on, for the goal now is to have students understand and internalize the fact that both females and males have the ability to learn to perform a wide variety of jobs.

5. **Do you know of anyone who is a _____(carpet installer)_____?**
   The personal association of a neighbor, friend, or relative who has done the work or activity makes the picture, and identification of skills required, attainable.

6. **Name some other jobs this _____(carpet installer)_____ could do with _____(her)_____ skills.**
   This is where transfer of the knowledge acquired during the lesson can be evaluated by the teacher. The objective of looking at various jobs and workers is to enable students to transfer this new knowledge to their world as they expand their perceptions of themselves and their needs both now and in the future.

SUGGESTED DISCUSSION QUESTIONS FOR EACH PICTURE IN THE CHILDREN'S SET

NEWSPAPER CARRIER (Page 10)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a newspaper carrier?
4. Can both girls and boys learn to be newspaper carriers?
5. Do you know of anyone who is a newspaper carrier?
6. Name some other jobs this newspaper carrier could do with her skills.

WATERING PLANTS (Page 11)

1. What do you think these students are doing?
2. What makes you think so? How can you tell?
3. What skills might be required to care for plants?
4. Can both girls and boys learn to care for plants?
5. Do you know of anyone who takes care of plants as a job?
6. Name some other jobs these students could do with their skills.

SCHOOL OFFICE ASSISTANT (Page 12)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills might be required to work in an office?
4. Can both girls and boys learn to be office assitants?
5. Do you know of anyone who is an office assistant?
6. Name some other jobs this office assistant could do with his skills.

PLAYING BASS CLARINET (Page 13)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills might be required to play a musical instrument?
4. Can both girls and boys learn to play musical instruments?
5. Do you know of anyone who is a professional musician, or who plays a musical instrument for fun?
6. Name some other jobs this musician could do with her skills.

MOWING LAWN (Page 14)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to mow lawns?
4. Can both girls and boys learn to mow lawns?
5. Do you know of anyone who mows lawns to earn money?
6. Name some other jobs this lawn mower could do with her skills.

WASHING SCHOOL DISHES (Page 15)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to wash dishes?
4. Can both girls and boys learn to wash dishes?
5. Do you know of anyone who works as a dishwasher?
6. Name some other jobs this dishwasher could do with his skills.

MAKING COOKIES (Page 16)

1. What do you think these boys are doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to follow a recipe?
4. Can both girls and boys learn to bake things?
5. Do you know of anyone who works in a bakery?
6. Name some other jobs these bakers could do with their skills.

WORKING WITH TOOLS (Page 17)

1. What do you think these girls are doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to use power or manual tools?
4. Can both girls and boys learn to use tools?
5. Do you know of anyone who uses power or manual tools at work?
6. Name some other jobs these tool operators could do with their skills.

PLAYING WITH DOLLS (Page 18)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to care for children?
4. Can both girls and boys learn to care for children?
5. Do you know of anyone whose job involves caring for children?
6. Name some other jobs this boy could do with his child care skills.

JUMPING ROPE (Page 19)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to jump rope?
4. Can both girls and boys learn to jump rope?
5. Do you know anyone whose job involves jumping rope?
6. Name some other jobs this rope jumper could do with his skills.

IRONING (Page 20)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to do ironing?
4. Can both girls and boys learn to do ironing?
5. Do you know of anyone who does ironing to earn money?
6. Name some other jobs this ironer could do with his skills.

MAKING A MODEL (Page 21)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to assemble models?
4. Can both girls and boys learn to assemble models?
5. Do you know of anyone who makes models and sells them?
6. Name some other jobs this model builder could do with her skills.

BABYSITTING (Page 22)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to babysit?
4. Can both girls and boys learn to babysit?
5. Do you know of anyone who babysits to earn money?
6. Name some other jobs this babysitter could do with his skills.

GROOMING A HORSE (Page 23)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to groom a horse?
4. Can both girls and boys learn to groom horses?
5. Do you know of anyone who has a job grooming horses?
6. Name some other jobs this groom could do with his skills.

TAKING OUT GARBAGE (Page 24)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to take out the garbage?
4. Can both girls and boys learn to take out the garbage?
5. Do you know of anyone who works as a garbage collector?
6. Name some other jobs this garbage collector could do with her skills.

VACUUMING (Page 25)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to vacuum?
4. Can both girls and boys learn to vacuum?
5. Do you know of anyone who has a job that includes vacuuming?
6. Name some other jobs this vacuumer might do with his skills.

MAKING THE BED (Page 26)

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to make a bed?
4. Can both girls and boys learn to make beds?
5. Do you know of anyone who makes beds at work?
6. Name some other jobs this bed maker might do with his skills.

SCHOOL CROSSING GUARD (Page 27)

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a school crossing guard?
4. Can both girls and boys learn to be school crossing guards?
5. Do you know of anyone who works as a school crossing guard?
6. Name some other jobs this school crossing guard might do with her skills.

Newspaper Carrier

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a newspaper carrier?
4. Can both girls and boys learn to be newspaper carriers?
5. Do you know of anyone who is a newspaper carrier?
6. Name some other jobs this newspaper carrier could do with her skills.

Watering Plants

1. What do you think these students are doing?
2. What makes you think so? How can you tell?
3. What skills might be required to care for plants?
4. Can both girls and boys learn to care for plants?
5. Do you know of anyone who takes care of plants as a job?
6. Name some other jobs these students could do with their skills.

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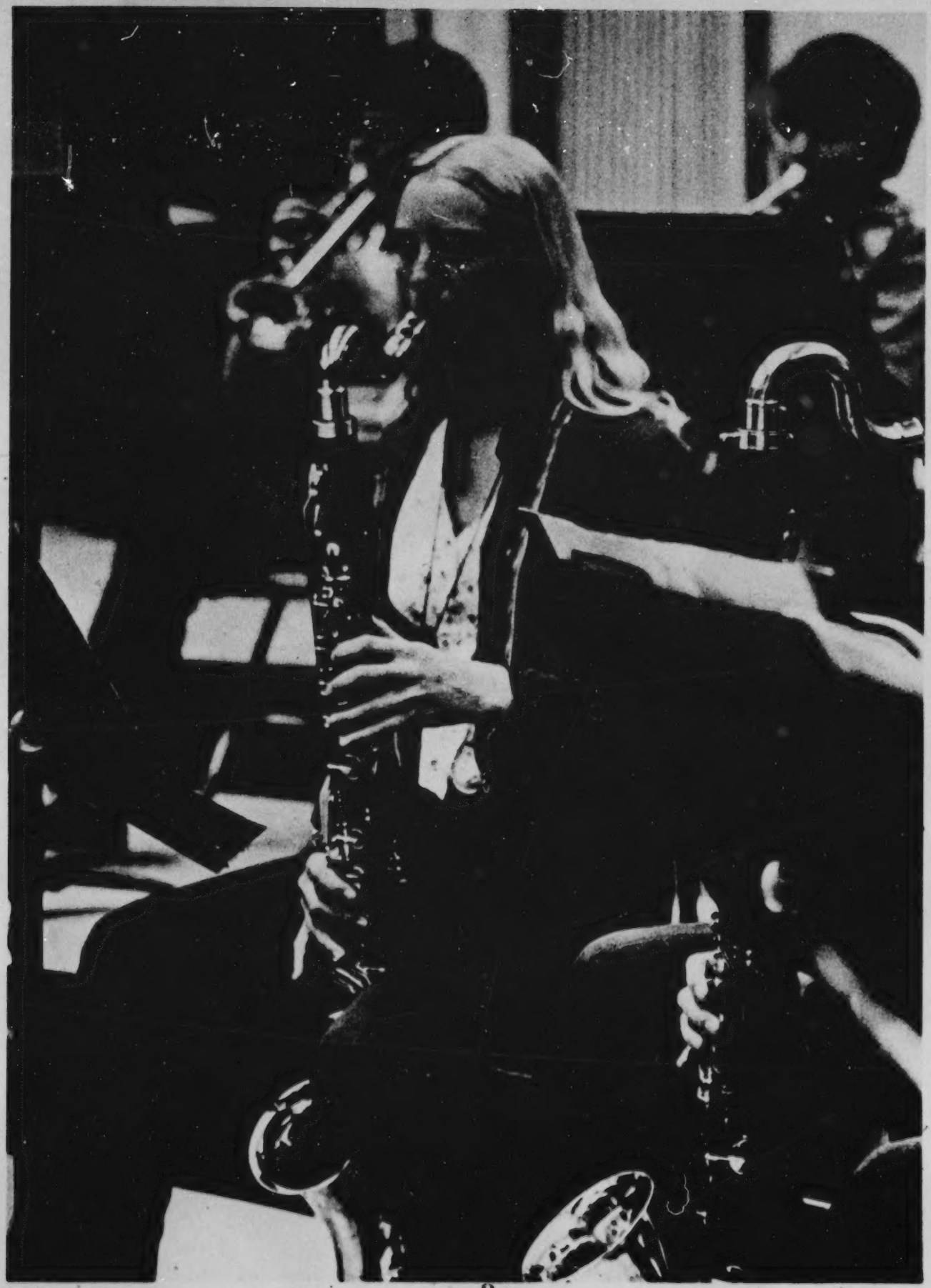
School Office Assistant

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills might be required to work in an office?
4. Can both girls and boys learn to be office assistants?
5. Do you know of anyone who is an office assistant?
6. Name some other jobs this office assistant could do with his skills.



Playing Bass Clarinet

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills might be required to play a musical instrument?
4. Can both girls and boys learn to play musical instruments?
5. Do you know of anyone who is a professional musician, or who plays a musical instrument for fun?
6. Name some other jobs this musician could do with her skills.

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Mowing Lawn

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to mow lawns?
4. Can both girls and boys learn to mow lawns?
5. Do you know of anyone who mows lawns to earn money?
6. Name some other jobs this lawn mower could do with her skills.

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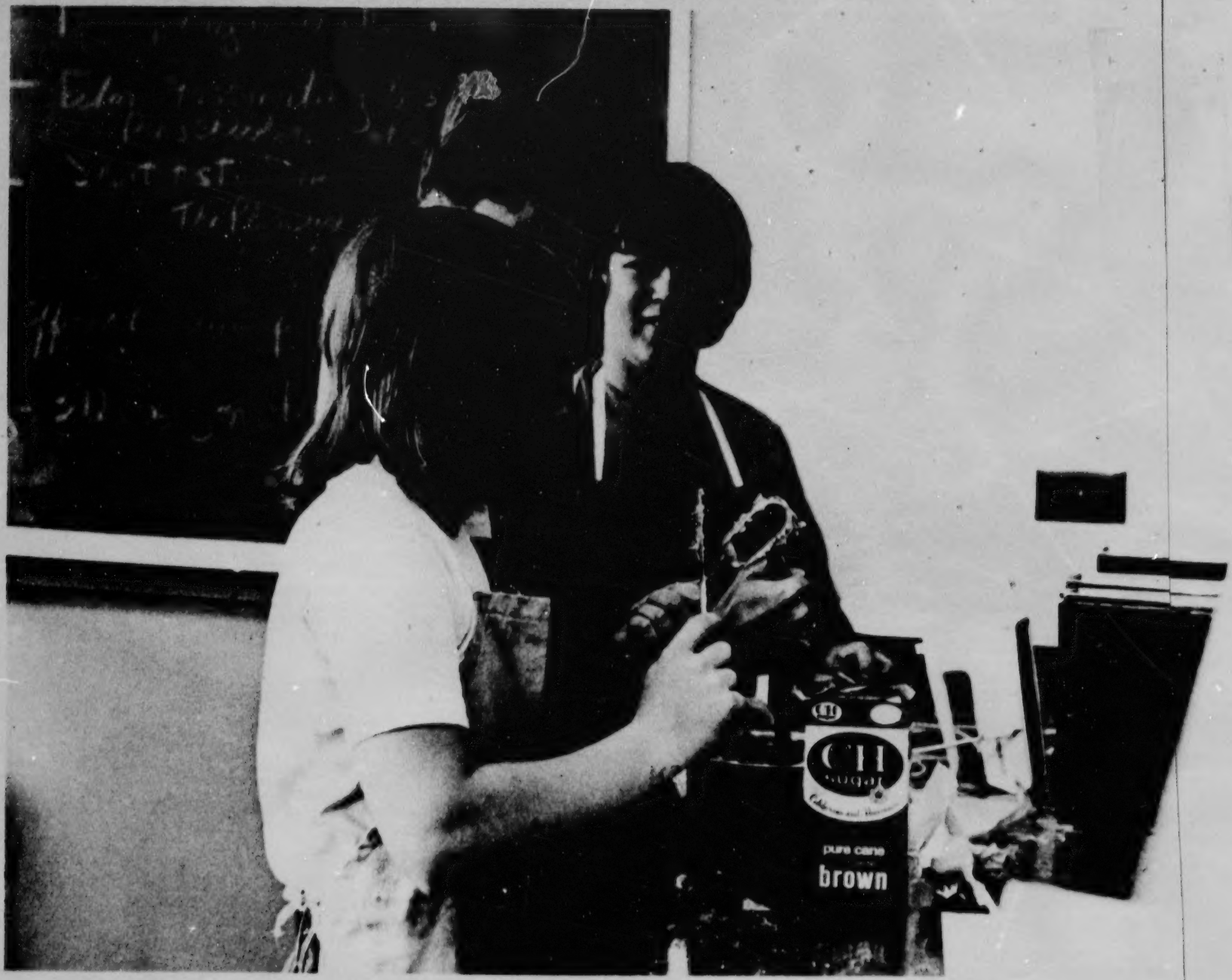
Washing School Dishes

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to wash dishes?
4. Can both girls and boys learn to wash dishes?
5. Do you know of anyone who works as a dishwasher?
6. Name some other jobs this dishwasher could do with his skills.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Making Cookies

1. What do you think these boys are doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to follow a recipe?
4. Can both girls and boys learn to bake things?
5. Do you know of anyone who works in a bakery?
6. Name some other jobs these bakers could do with their skills.

Working With Tools

1. What do you think these girls are doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to use power or manual tools?
4. Can both girls and boys learn to use tools?
5. Do you know of anyone who uses power or manual tools at work?
6. Name some other jobs these tool operators could do with their skills.

Playing With Dolls

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to care for children?
4. Can both girls and boys learn to care for children?
5. Do you know of anyone whose job involves caring for children?
6. Name some other jobs this boy could do with his child care skills.

Jumping Rope

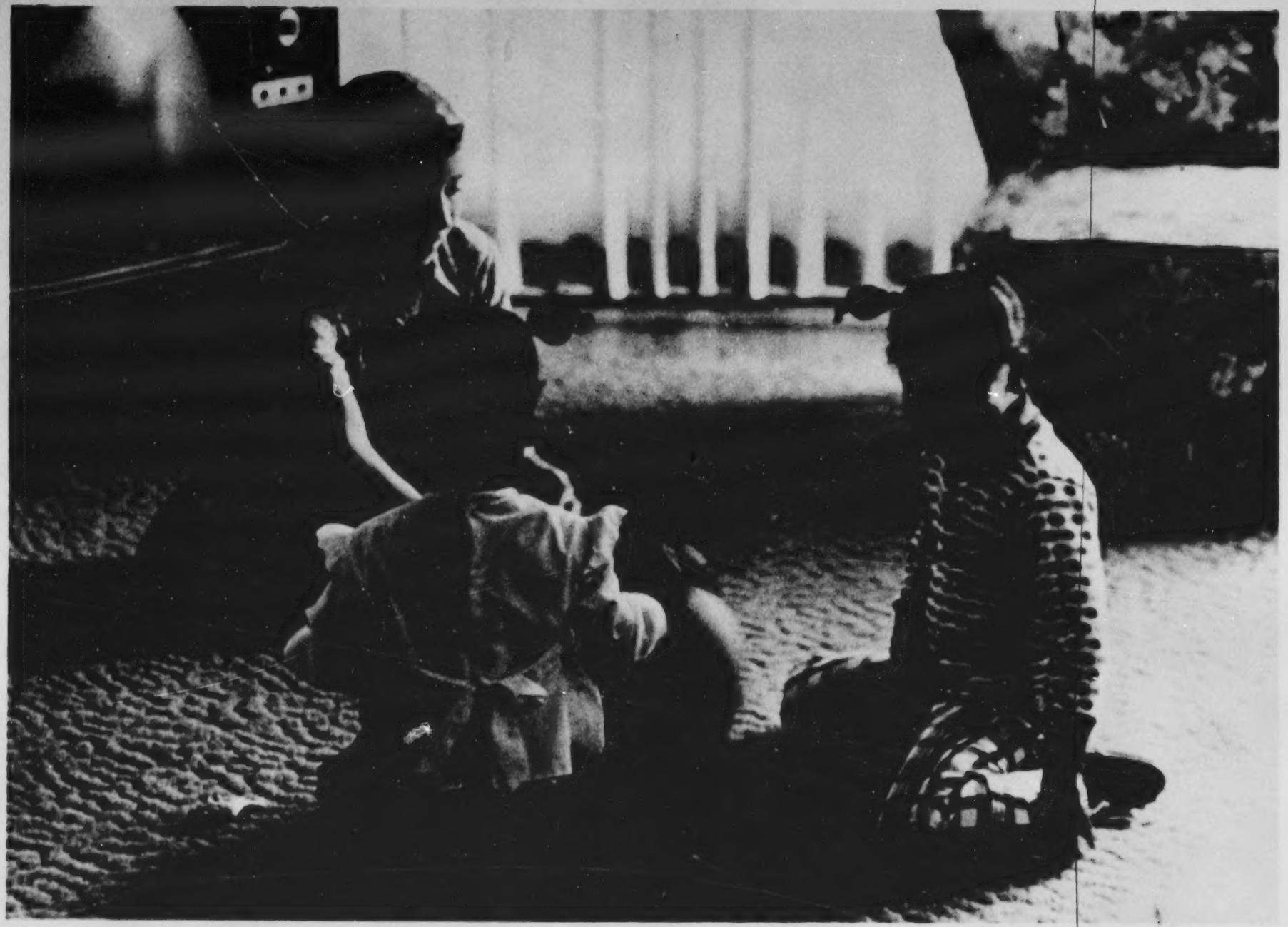
1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to jump rope?
4. Can both girls and boys learn to jump rope?
5. Do you know anyone whose job involves jumping rope?
6. Name some other jobs this rope jumper could do with his skills.

Ironing

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to do ironing?
4. Can both girls and boys learn to do ironing?
5. Do you know of anyone who does ironing to earn money?
6. Name some other jobs this ironer could do with his skills.

Making a Model

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to assemble models?
4. Can both girls and boys learn to assemble models?
5. Do you know of anyone who makes models and sells them?
6. Name some other jobs this model builder could do with her skills.



Babysitting

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to babysit?
4. Can both girls and boys learn to babysit?
5. Do you know of anyone who babysits to earn money?
6. Name some other jobs this babysitter could do with his skills.

Grooming a Horse

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to groom a horse?
4. Can both girls and boys learn to groom horses?
5. Do you know of anyone who has a job grooming horses?
6. Name some other jobs this groom could do with his skills.

Taking Out Garbage

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to take out the garbage?
4. Can both girls and boys learn to take out the garbage?
5. Do you know of anyone who works as a garbage collector?
6. Name some other jobs this garbage collector could do with her skills.

Vacuuming

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to vacuum?
4. Can both girls and boys learn to vacuum?
5. Do you know of anyone who has a job that includes vacuuming?
6. Name some other jobs this vacuumer might do with his skills.

Making the Bed

1. What do you think this boy is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to make a bed?
4. Can both girls and boys learn to make beds?
5. Do you know of anyone who makes beds at work?
6. Name some other jobs this bed maker might do with his skills.

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School Crossing Guard

1. What do you think this girl is doing?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a school crossing guard?
4. Can both girls and boys learn to be school crossing guards?
5. Do you know of anyone who works as a school crossing guard?
6. Name some other jobs this school crossing guard might do with her skills.

SUGGESTED DISCUSSION QUESTIONS FOR EACH PICTURE IN THE ADULT'S SET

MEAT CUTTER (Page 34)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a meat cutter?
4. Can both women and men learn to be meat cutters?
5. Do you know of anyone who works as a meat cutter?
6. Name some other jobs this meat cutter could do with her skills.

KINDERGARTEN TEACHER (Page 35)

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a kindergarten teacher?
4. Can both women and men learn to be kindergarten teachers?
5. Do you know of anyone who works as a kindergarten teacher?
6. Name some other jobs this kindergarten teacher could do with his skills.

SCIENTIST/RESEARCH BIOLOGIST (Page 36)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a scientist?
4. Can both women and men learn to be scientists?
5. Do you know of anyone who works as a scientist?
6. Name some other jobs this scientist could do with her skills.

TELEPHONE OPERATORS AT SWITCHBOARD (Page 37)

1. What do you think the job of this man and woman is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a telephone operator?
4. Can both women and men learn to be telephone operators?
5. Do you know of anyone who works as a telephone operator?
6. Name some other jobs these telephone operators could do with their skills.

AIRLINE PILOT (Page 38)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an airline pilot?
4. Can both women and men learn to be airline pilots?
5. Do you know of anyone who works as an airline pilot?
6. Name some other jobs this airline pilot could do with her skills.

POLICE OFFICER (Page 39)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a police officer?
4. Can both women and men learn to be police officers?
5. Do you know of anyone who works as a police officer?
6. Name some other jobs this police officer could do with her skills.

MINISTER (Page 40)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a minister?
4. Can both women and men learn to be ministers?
5. Do you know of anyone who works as a minister?
6. Name some other jobs this minister could do with her skills.

AIR TRAFFIC CONTROLLER (Page 41)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an air traffic controller?
4. Can both women and men learn to be air traffic controllers?
5. Do you know of anyone who works as an air traffic controller?
6. Name some other jobs this air traffic controller could do with her skills.

LETTER CARRIER (Page 42)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a letter carrier?
4. Can both women and men learn to be letter carriers?
5. Do you know of anyone who works as a letter carrier?
6. Name some other jobs this letter carrier could do with her skills.

CALCULATOR REPAIR PERSON (Page 43)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to repair calculators?
4. Can both women and men learn to repair calculators and other equipment?
5. Do you know of anyone who works as a calculator repair person?
6. Name some other jobs this calculator repair person could do with her skills.

RADIO ANNOUNCER (Page 44)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a radio announcer?
4. Can both women and men learn to be radio announcers?
5. Do you know of anyone who works as a radio announcer?
6. Name some other jobs this radio announcer could do with her skills.

HOMEMAKER (Page 45)

1. What full-time responsibility do you think this woman has for a job?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a homemaker?
4. Can both women and men learn to care for a house and children?
5. Do you know of anyone who works full-time caring for a house and children?
6. Name some other jobs this homemaker could do with her skills.

YARDAGE CLERK (Page 46)

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to work with fabric?
4. Can both women and men learn to be yardage clerks?
5. Do you know of anyone who works as a yardage clerk?
6. Name some other jobs this yardage clerk could do with his skills.

VETERINARIAN (Page 47)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a veterinarian?
4. Can both women and men learn to be veterinarians?
5. Do you know of anyone who works as a veterinarian?
6. Name some other jobs this veterinarian could do with her skills.

BICYCLE REPAIR PERSON (Page 48)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to repair bicycles?
4. Can both women and men learn to repair bicycles?
5. Do you know of anyone who works as a bicycle repair person?
6. Name some other jobs this bicycle repair person could do with her skills.

ARTIST (Page 49)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an artist?
4. Can both women and men learn to be artists?
5. Do you know of anyone who works as an artist?
6. Name some other jobs this artist could do with her skills.

GEMOLOGIST (Page 50)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a gemologist?
4. Can both women and men learn to be gemologists?
5. Do you know of anyone who works as a gemologist?
6. Name some other jobs this gemologist could do with her skills.

NURSE (Page 51)

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a nurse?
4. Can both women and men learn to be nurses?
5. Do you know of anyone who works as a nurse?
6. Name some other jobs this nurse could do with his skills.

LIBRARIAN (Page 52)

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a librarian?
4. Can both women and men learn to be librarians?
5. Do you know of anyone who works as a librarian?
6. Name some other jobs this librarian could do with his skills.

PHARMACIST (Page 53)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a pharmacist?
4. Can both women and men learn to be pharmacists?
5. Do you know of anyone who works as a pharmacist?
6. Name some other jobs this pharmacist could do with her skills.

GROUNDSKEEPER (Page 54)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a groundskeeper?
4. Can both women and men learn to be groundskeepers?
5. Do you know of anyone who works as a groundskeeper?
6. Name some other jobs this groundskeeper could do with her skills.

ELEMENTARY PRINCIPAL (Page 55)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a school principal?
4. Can both women and men learn to be school principals?
5. Do you know of anyone who works as a school principal?
6. Name some other jobs this school principal might do with her skills.

AUTO MECHANIC (Page 56)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an auto mechanic?
4. Can both women and men learn to be auto mechanics?
5. Do you know of anyone who works as an auto mechanic?
6. Name some other jobs this auto mechanic could do with her skills.

HOMEMAKER (Page 57)

1. What full-time responsiblity do you think this man has for a job?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a homemaker?
4. Can both women and men learn to care for a house and children?
5. Do you know of anyone who works full-time caring for a house and children?
6. Name some other jobs this homemaker could do with his skills?

ROOFERS (Page 58)

1. What job do you think these women have?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a roofer?
4. Can both women and men learn to be roofers?
5. Do you know of anyone who works as a roofer?
6. Name some other jobs these roofers could do with their skills.

GAS STATION ATTENDANT (Page 59)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a gas station attendant?
4. Can both women and men learn to be gas station attendants?
5. Do you know of anyone who works as a gas station attendant?
6. Name some other jobs this gas station attendant could do with her skills.

STRUCTURAL DYNAMICS ENGINEER (Page 60)

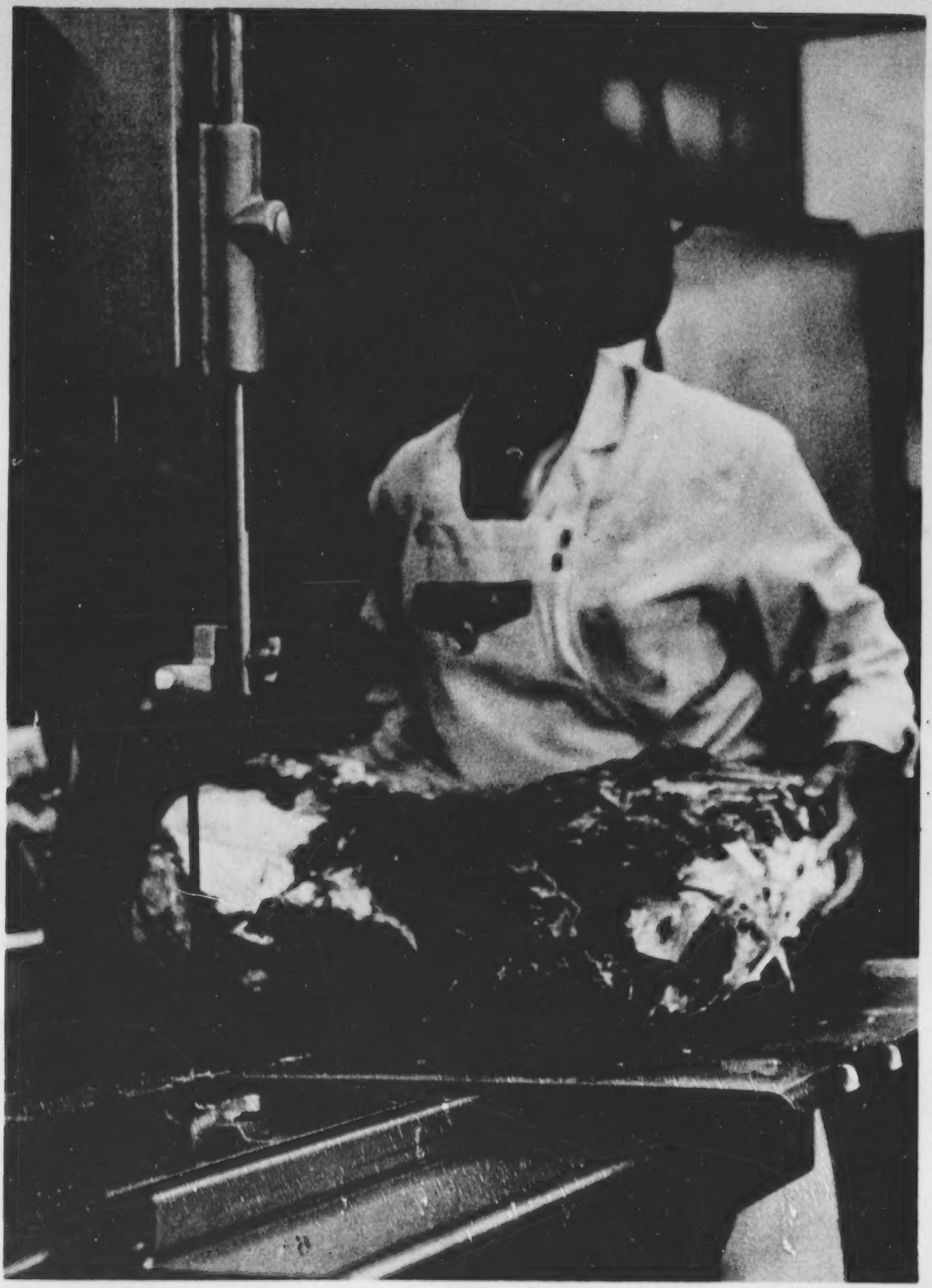
1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a structural dynamics engineer?
4. Can both women and men learn to be structural dynamics engineers?
5. Do you know of anyone who works as a structural dynamics engineer?
6. Name some other jobs this structural dynamics engineer could do with her skills.

BLACKSMITH (Page 61)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a blacksmith?
4. Can both women and men learn to be blacksmiths?
5. Do you know of anyone who works as a blacksmith?
6. Name some other jobs this blacksmith could do with her skills.

DIESEL MECHANIC (Page 62)

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a diesel mechanic?
4. Can both women and men learn to be diesel mechanics?
5. Do you know of anyone who works as a diesel mechanic?
6. Name some other jobs this diesel mechanic could do with her skills.



Meat Cutter

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a meat cutter?
4. Can both women and men learn to be meat cutters?
5. Do you know of anyone who works as a meat cutter?
6. Name some other jobs this meat cutter could do with her skills.

Vicki
44

Kindergarten Teacher

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a kindergarten teacher?
4. Can both women and men learn to be kindergarten teachers?
5. Do you know of anyone who works as a kindergarten teacher?
6. Name some other jobs this kindergarten teacher could do with his skills.

Scientist/Research Biologist

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a scientist?
4. Can both women and men learn to be scientists?
5. Do you know of anyone who works as a scientist?
6. Name some other jobs this scientist could do with her skills.

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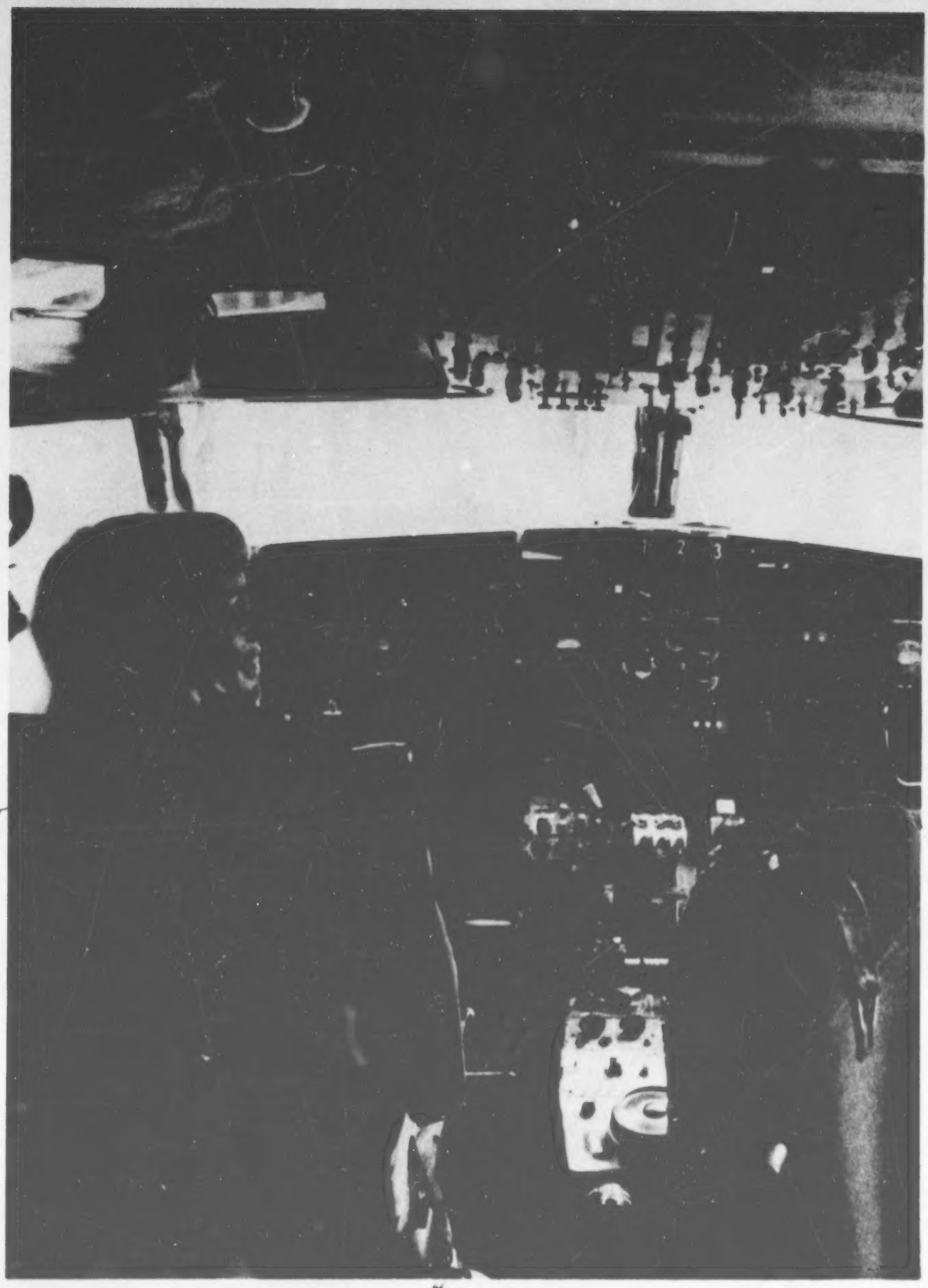
Telephone Operators at Switchboard

1. What do you think the job of this man and woman is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a telephone operator?
4. Can both women and men learn to be telephone operators?
5. Do you know of anyone who works as a telephone operator?
6. Name some other jobs these telephone operators could do with their skills.



Picture courtesy of Alaska Airlines

Airline Pilot

1. What do you think this woman's job is?
2. What makes you think so? How can you te
3. What skills do you think might be required to be an airline pilot?
4. Can both women and men learn to be airline pilots?
5. Do you know of anyone who works as an airline pilot?
6. Name some other jobs this airline pilot could do with her skills.

Police Officer

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a police officer?
4. Can both women and men learn to be police officers?
5. Do you know of anyone who works as a police officer?
6. Name some other jobs this police officer could do with her skills.

Minister

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a minister?
4. Can both women and men learn to be ministers?
5. Do you know of anyone who works as a minister?
6. Name some other jobs this minister could do with her skills.

Air Traffic Controller

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an air traffic controller?
4. Can both women and men learn to be air traffic controllers?
5. Do you know of anyone who works as an air traffic controller?
6. Name some other jobs this air traffic controller could do with her skills.

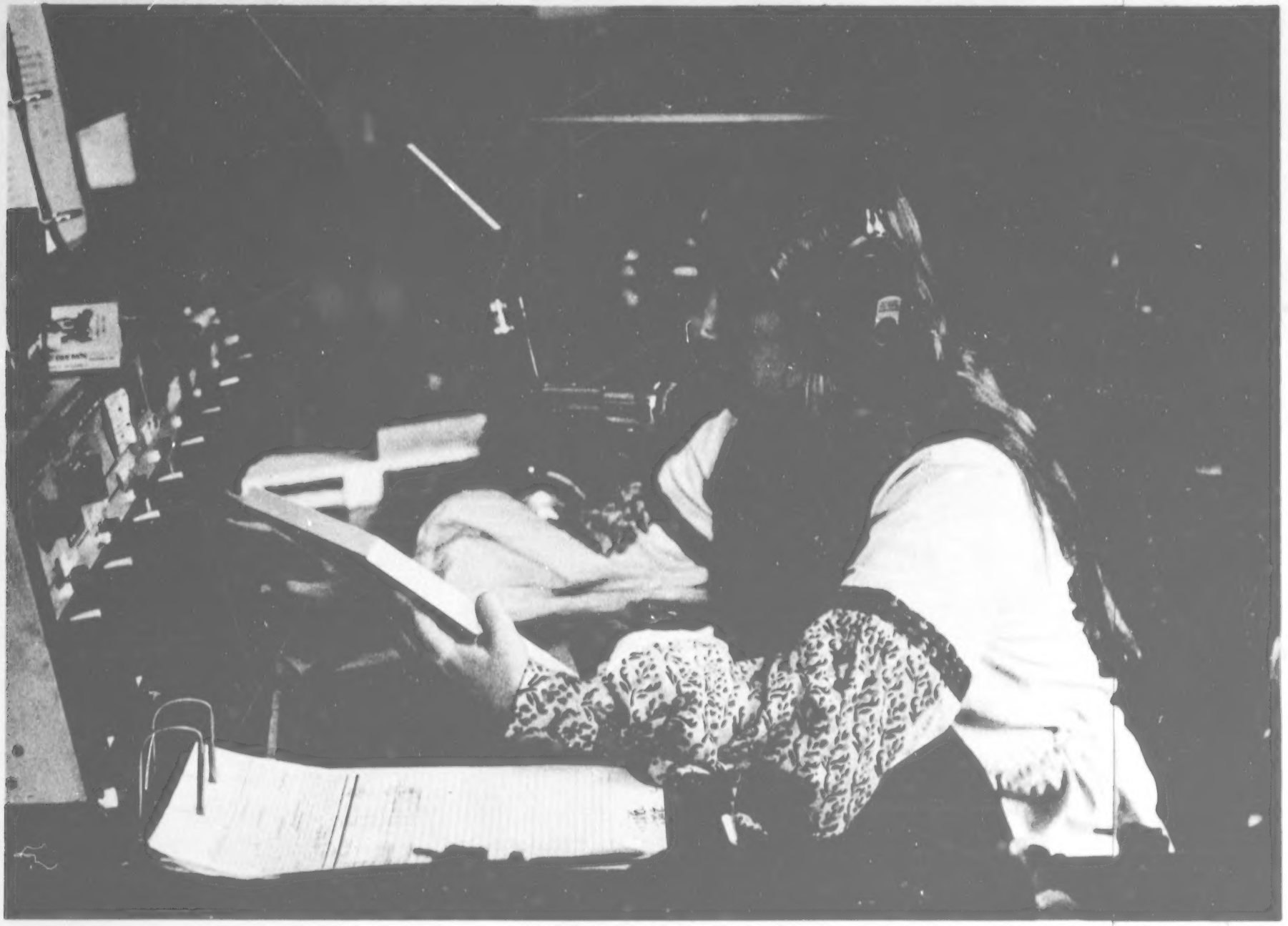
U.S.MAIL

Letter Carrier

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a letter carrier?
4. Can both women and men learn to be letter carriers?
5. Do you know of anyone who works as a letter carrier?
6. Name some other jobs this letter carrier could do with her skills.

Calculator Repair Person

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to repair calculators?
4. Can both women and men learn to repair calculators and other equipment?
5. Do you know of anyone who works as a calculator repair person?
6. Name some other jobs this calculator repair person could do with her skills.



Radio Announcer

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a radio announcer?
4. Can both women and men learn to be radio announcers?
5. Do you know of anyone who works as a radio announcer?
6. Name some other jobs this radio announcer could do with her skills.

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Homemaker

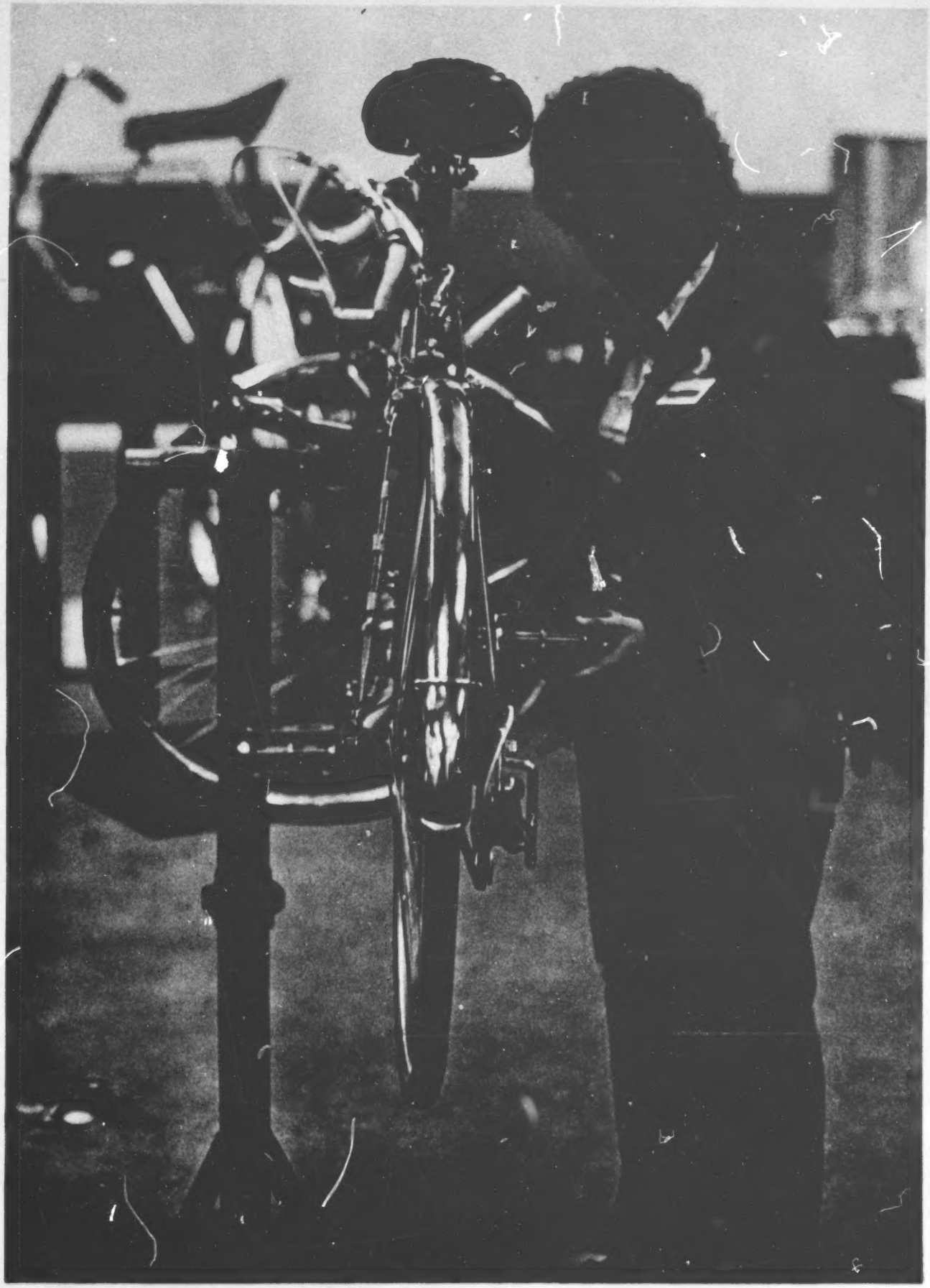
1. What full-time responsibility do you think this woman has for a job?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a homemaker?
4. Can both women and men learn to care for a house and children?
5. Do you know of anyone who works full-time caring for a house and children?
6. Name some other jobs this homemaker could do with her skills.

Yardage Clerk

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to work with fabric?
4. Can both women and men learn to be yardage clerks?
5. Do you know of anyone who works as a yardage clerk?
6. Name some other jobs this yardage clerk could do with his skills.

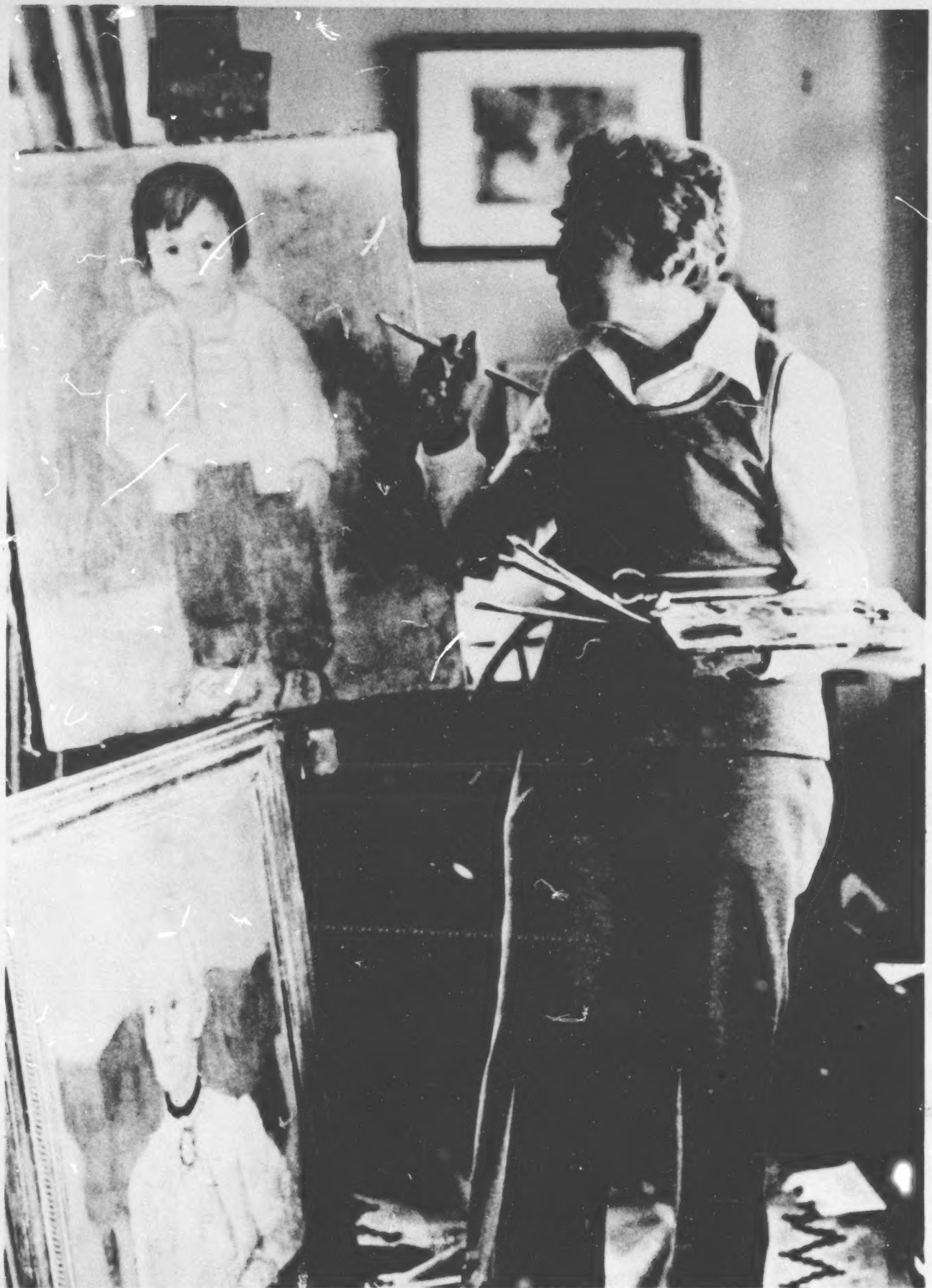
Veterinarian

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a veterinarian?
4. Can both women and men learn to be veterinarians?
5. Do you know of anyone who works as a veterinarian?
6. Name some other jobs this veterinarian could do with her skills.



Bicycle Repair Person

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to repair bicycles?
4. Can both women and men learn to repair bicycles?
5. Do you know of anyone who works as a bicycle repair person?
6. Name some other jobs this bicycle repair person could do with her skills.



Artist

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an artist?
4. Can both women and men learn to be artists?
5. Do you know of anyone who works as an artist?
6. Name some other jobs this artist could do with her skills.

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Gemologist

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a gemologist?
4. Can both women and men learn to be gemologists?
5. Do you know of anyone who works as a gemologist?
6. Name some other jobs this gemologist could do with her skills.

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Nurse

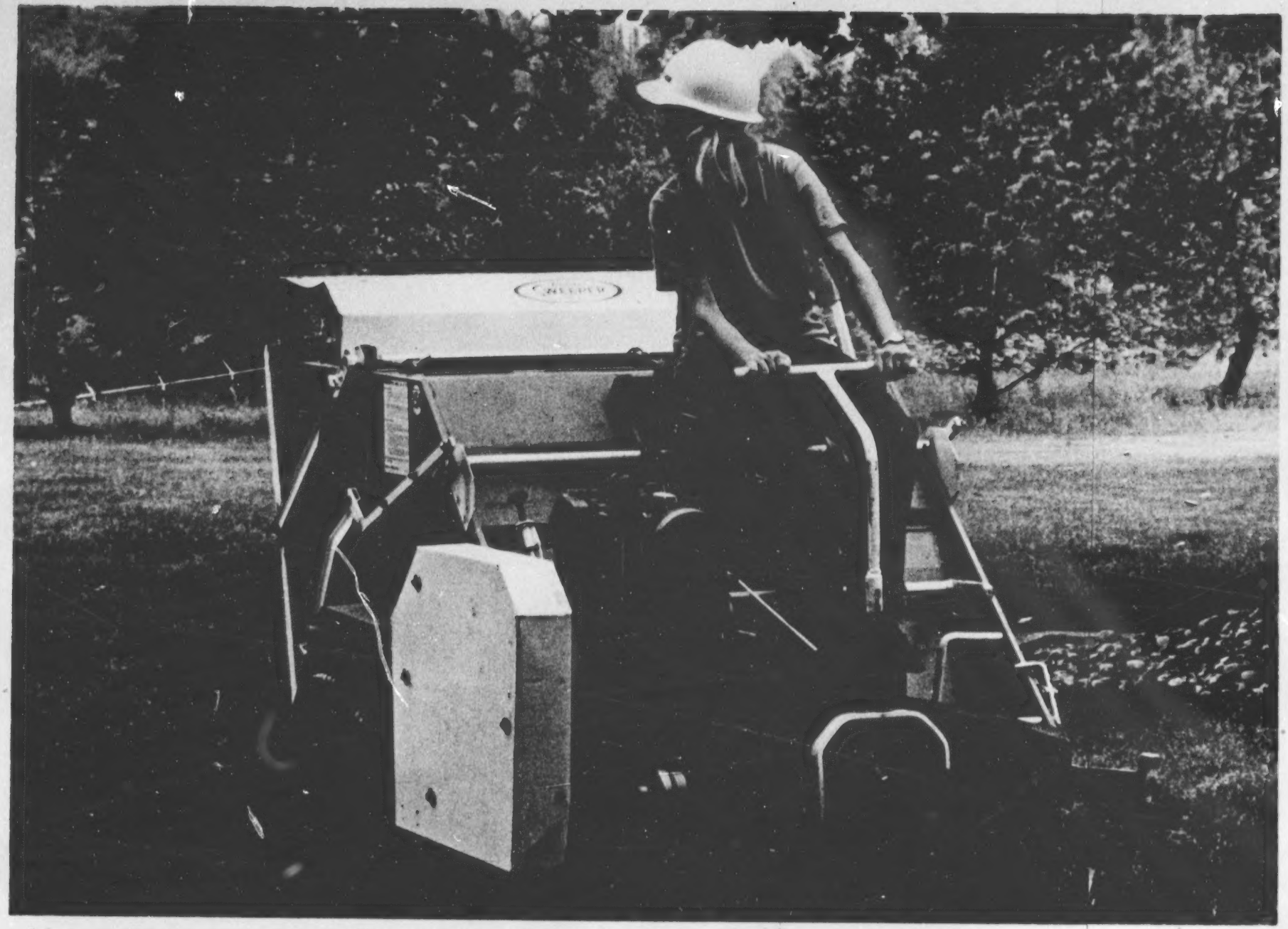
1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a nurse?
4. Can both women and men learn to be nurses?
5. Do you know of anyone who works as a nurse?
6. Name some other jobs this nurse could do with his skills.

Librarian

1. What do you think this man's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a librarian?
4. Can both women and men learn to be librarians?
5. Do you know of anyone who works as a librarian?
6. Name some other jobs this librarian could do with his skills.

Pharmacist

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a pharmacist?
4. Can both women and men learn to be pharmacists?
5. Do you know of anyone who works as a pharmacist?
6. Name some other jobs this pharmacist could do with her skills.



Groundskeeper

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a groundskeeper?
4. Can both women and men learn to be groundskeepers?
5. Do you know of anyone who works as a groundskeeper?
6. Name some other jobs this groundskeeper could do with her skills.

Elementary Principal

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a school principal?
4. Can both women and men learn to be school principals?
5. Do you know of anyone who works as a school principal?
6. Name some other jobs this school principal might do with her skills.

Auto Mechanic

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be an auto mechanic?
4. Can both women and men learn to be auto mechanics?
5. Do you know of anyone who works as an auto mechanic?
6. Name some other jobs this auto mechanic could do with her skills.

Homemaker

1. What full-time responsibility do you think this man has for a job?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a homemaker?
4. Can both women and men learn to care for a house and children?
5. Do you know of anyone who works full-time caring for a house and children?
6. Name some other job this homemaker could do with his skills.

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Roofers

1. What job do you think these women have?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a roofer?
4. Can both women and men learn to be roofers?
5. Do you know of anyone who works as a roofer?
6. Name some other job these roofers could do with their skills.

SHELL REGULAR

Gas Station Attendant

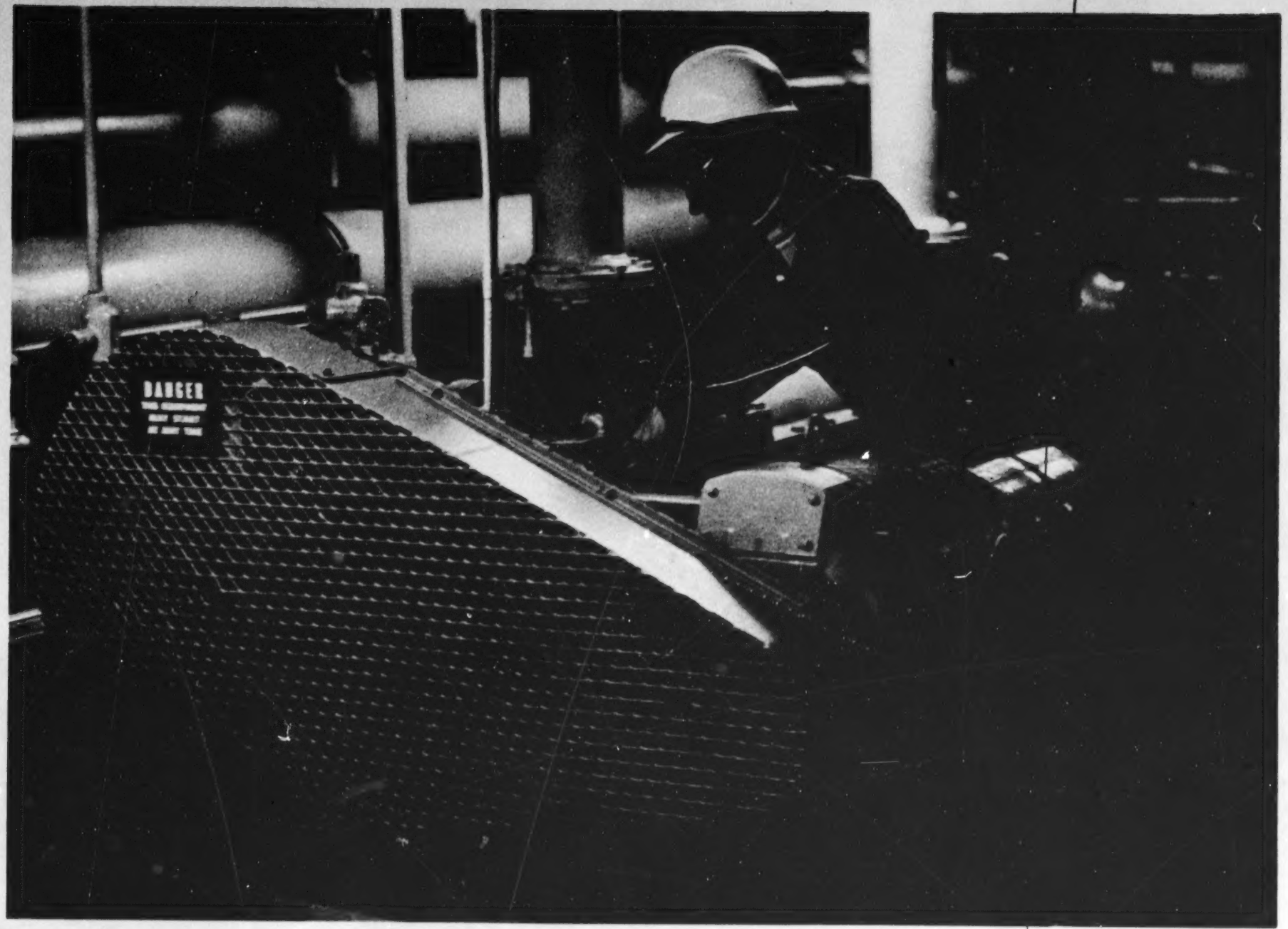
1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a gas station attendant?
4. Can both women and men learn to be gas station attendants?
5. Do you know of anyone who works as a gas station attendant?
6. Name some other jobs this gas station attendant could do with her skills.

Structural Dynamics Engineer

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a structural dynamics engineer?
4. Can both women and men learn to be structural dynamics engineers?
5. Do you know of anyone who works as a structural dynamics engineer?
6. Name some other jobs this structural dynamics engineer could do with her skills.

Blacksmith

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a blacksmith?
4. Can both women and men learn to be blacksmiths?
5. Do you know of anyone who works as a blacksmith?
6. Name some other jobs this blacksmith could do with her skills.


DANGER

Diesel Mechanic

1. What do you think this woman's job is?
2. What makes you think so? How can you tell?
3. What skills do you think might be required to be a diesel mechanic?
4. Can both women and men learn to be diesel mechanics?
5. Do you know of anyone who works as a diesel mechanic?
6. Name some other jobs this diesel mechanic could do with her skills.